**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** US History

**Date:** December 5, 2011

**Objective:** HWBAT analyze the impact of the muckrakers of the Progressive Movement on child labor reform, workplace conditions and government reforms.

**Learning Goal:**

5.2.1.a Analyze the impact of the muckrakers of the Progressive Movement on child labor reform, workplace conditions and government reforms.

**Essential Question:**

What does progress mean? How did Jacob Riis and Upton Sinclair inspire change?

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| **Type of Lesson:** | **Agenda:** |
| Developing | 1. Call to Order 2. Notes 3. Primary Source Analysis 4. Exit Ticket |
| **Call to Order:** | |
| Students will enter the room, take out their notes and begin their Call to Order, which is posted on the board:  ***What does the word “progress” mean? Create a diagram in your notebook that looks like the one below, and fill in the boxes regarding the word “progress”.*** | |
| **Introduction of New Material:** | |
| Teacher will tell students that today we begin our unit on progressivism, the expansion of the United States as a world power, and World War I.  Teacher will project notes, which students will copy down.   1. Societal Ills 2. Conditions in Slums 3. No indoor plumbing so waste ended up in the streets, spreading disease 4. 12-16 families living in one house 5. Lack of fire protection 6. Conditions in Workplace 7. Sharp blades threatened meatpackers 8. Cotton dust plagues textile workers 9. Fire was a risk 10. Child laborers were as young as 6 11. Unsafe Products 12. Things found in meat included rat droppings, rats, borax, formaldehyde 13. Medicine consisted of narcotics, morphine, opium, cocaine 14. Progressivism 15. The idea that the government was responsible for improving society by promoting social welfare, protecting the environment, and making government more efficient and democratic 16. Muckrakers were journalists who were part of the progressive movement and uncovered the ills meant to be cured by the government 17. Jacob Riis – photographer 18. Upton Sinclair – wrote *The Jungle,* about the meatpacking industry | |
| **Guided Practice:** | |
| Students will explore the photographs of Jacob Riis, writing down for each question:   1. What do you see in this picture? 2. What problems does this picture show? 3. How might the people in the picture feel? 4. What changes do you believe need to be made in government regulation after seeing this picture? | |
| **Independent Practice:** | |
| Students will create a news broadcast which includes:   * At least three details about conditions in urban slums (3 points) * At least three details about conditions in factories (3 points) * The goals of the emerging progressives (2 points) * A reference to a muckraker (1 point) * Three steps the government should take in response to the problems (3 points) | |
| **Closing:** | |
| Teacher will collect all work (anything unfinished will become homework).  Teacher will use writing as an informal assessment. | |
| **Homework:** | |
| Newscast will become homework if unfinished in class.  Textbook page 455-459. Jot down 10 facts about the progressive era. | |
| **Accommodations:** | |
| None for this class. | |

**Assessment Items:**